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TWENTY-THREE ABSTRACTS AND ANNOTATIONS OF RECENT (1962-67) PUBLICATIONS ON ADULT EDUCATION IN AFRICA ARE PROVIDED IN THIS BIBLIOGRAPHY. EDUCATIONAL NEEDS AND POLICIES AND SPECIFIC NATIONAL AND INSTITUTIONAL PROGRAMS IN ETHIOPIA, TANZANIA, KENYA, MALAWI, ZAMBIA, RHODESIA, AND NIGERIA ARE FEATURED, WITH COMMUNITY AND RURAL DEVELOPMENT, MANPOWER NEEDS, LITERACY WORK, LEADERSHIP TRAINING, UNIVERSITY EXTENSION, CURRICULUM AND PROGRAM PLANNING, THE EDUCATION OF TEACHERS AND EXTENSION AGENTS, AND USES OF CORRESPONDENCE STUDY AND THE BROADCAST MEDIA CONSTITUTING THE MAJOR TOPICS AND AREAS OF CONCERN. THE DOCUMENT ALSO LISTS ERIC CLEARINGHOUSE ON ADULT EDUCATION PUBLICATIONS AND NATIONAL ADVISORY BOARD MEMBERS. (LY)

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

ADULT EDUCATION IN AFRICA

Current Information Sources - No. 12

February, 1968

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ERIC CLEARINGHOUSE ON ADULT EDUCATION

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Adult Education in Africa, number twelve in the Current Information Sources, represents a set of abstracts processed in recent months by the ERIC Clearinghouse on Adult Education.

These abstracts have been selected on the basis of geography in the belief that there is a usefulness in such a selection. Some of these abstracts will also appear in other ERIC/AE publications under other rubrics, such as methods and processes.

The abstracts included in this booklet have been arranged loosely in grouping of reports and studies about adult education, the relationship and influence of adult education in various aspects of community, and particular program areas.

We hope that the usefulness of this publication will prompt more users to send us copies of their studies and other important reference information to improve our services.

February, 1968

CIS-12

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Abstracts of reports and other documents from the 18 ERIC Clearinghouses appear in Research in Education, a monthly publication of the Office of Education, U.S. Department of Health, Education, and Welfare, Government Printing Office, Washington, D.C. 20402. Domestic, $11.00 a year; Foreign, $2.75 additional.

AC 000 861D A THEORETICAL BASIS FOR ANALYSIS OF ADULT EDUCATION IN DEVELOPING COUNTRIES, A REVIEW OF ADULT EDUCATION PROGRAMS IN RURAL COMMUNITIES OF EASTERN NIGERIA (Abstract of Ph.D. thesis). Odokara, Elijah O. Michigan State Univ., East Lansing. U.S. Agency for International Development, sponsor. 67 7p. Funding $12,000

TERMS: *rural areas, *developing countries, *adult education, *administration, *program evaluation, evaluation,

ABSTRACT: Adult education programs in 34 rural communities of Eastern Nigeria are reviewed to compare the major elements of the development process (economic, political, social, and individual) with the adult education process. Criteria for an adequate adult education program were developed through a synthesis of models reported in the literature and from the model program recommended by the UNESCO World Conference on Adult Education. The conceptual scheme was developed in the form of an analytical grid. Nine major problems of the programs and their implications are identified and the adequacy of the objectives, activities, instructional materials, teachers, teaching methods, finances, physical resources, and administrative policies are determined. Suggestions for attacking the problems and for providing the leadership to make adult education an instrument of social change are given. The importance of gearing the adult education program to the needs and problems of its individual clientele and society is stressed. Suggestions are made for further studies to form a basis for organization of inservice training for adult education workers. (author/aj)

SECONDARY TERMS: professional training, community development, educational objectives, financial support, research, doctoral theses, teaching methods, national programs, Nigeria,

AC 001 246 I THE ROLE OF THE UNIVERSITY IN ADULT EDUCATION TRAINING (Report of a conference held at the University of Zambia, Department of Extra-Mural Studies, Dec 14-15, 1966). Zambia Univ., Lusaka. Dept. of Extra-Mural Studies. 66 100p.

TERMS: *university extension, *adult education programs, *professional training, *developing nations, *national programs,

ABSTRACT: Fifty-one representatives of government, the University of Zambia, and industry discussed the role of the University Department of Extra-Mural Studies in the affairs of the country. The consensus of the conference was that the university conduct research, act as an advisor to other agencies, and work with them in developing and evaluating training programs, that a sub-committee of the National Council of Education be formed to coordinate adult education activities, and that training courses be set up for teachers of extension workers, volunteers, prospective teachers, and those working in mass media. Correspondence courses should be backed by radio and residential programs. Subjects offered should include philosophy of adult education, teaching methods, program planning, comparative adult education, economics of development, language problems, and factors affecting adult learning. Other skills could be taught in conjunction with other institutions. Papers read and distributed at the conference, information on training courses in adult education, list of conference participants, and future trends in the department are included. (aj)

SECONDARY TERMS: business education agricultural education, role perception, vocational education, community development, literacy education, course content, womens education, program descriptions, correspondence courses, educational radio, residential programs, Zambia, Africa,

AC 000 382 C THE UNIVERSITY AND ADULT EDUCATION (Report of a seminar at University College, Dar es Salaam, Tanzania, Jun 9, 1966). Lowe, John, * and others. Univ. Coll., Dar es Salaam (Tanzania), Institute of Adult Education. 66 14p.

TERMS: *adult educators, *developing nations, *educational trends, *university extension, Tanzania,

ABSTRACT: Topics covered in the seminar -- recent trends in adult education, adult education as an academic discipline, the role of universities in adult education, and the training of adult educators. A list of participants is included. (aj)

AC 001 656 JI ISSUES IN ADULT EDUCATION IN RHODESIA (IN Continuous learning, 6(4)/175-179, Jul-Aug 67). Roberts, Hayden. Canadian Assn. for Adult Educ., Toronto (Canada). 5p.

TERMS: *adult education, *educational problems; *public policy, *racial segregation, socioeconomic influences, public education, labor unions, community development, Rhodesia, Bantus,

ABSTRACT: The aims and structure of Rhodesian adult education are shaped by the dominant social philosophy of white supremacy and strict racial segregation. Therefore, participation by Africans (that is, Bantu natives) in such activities as adult basic and vocational education, labor education, and community development is severely impeded by security legislation, administrative controls over public education, and police surveillance and harassment. (ly)

AC 000 174 C PROBLEMS OF PRIORITIES IN THE PLANNING OF ADULT EDUCATION (Lecture delivered at Uppsala University conference on development and adult education, under the auspices of Nordiska Afrikainstitutet, Uppsala, 14 Oct. 1964). Bertelsen, Paul H. Dar es Salaam, (Tanzania) Institute of Adult Education. Reprint No.9. 64 12p.

TERMS: *program planning, *Africa, adult education, educational planning.

ABSTRACT: The rate of education in the economic development of Africa, the importance of training leaders, and a summary of types of African adult education (literacy programs, correspondence courses, technical colleges, Agricultural extension, residential colleges, mass media and libraries) are presented.

AC 000 014E AFRICAN ADULT EDUCATION, A BIBLIOGRAPHY. Bown, Lalage. Zambia. Univ.,
ED 010 857 Lusaka. Dept. of Extra-Mural Studies. 66 EDRS PRICE MF-$0.18
HC-$2.56 64p.

TERMS: *adult education, *community development, *developing nations, *bibliographies, university extension, professional training,

ABSTRACT: This is a tentative listing of materials on African adult education, prepared without full bibliographic detail, but for the immediate purpose of giving workers some basis to work on. It is limited to sources in English and French, and the English sources do not include many from America. It is an extension and revision of the preliminary bibliography drawn up at the University of Ibadan in 1965. The first section presents background studies on Africa--surveys, psychological and social background, economics, politics, labor and industry, health and nutrition, literature, arts, and languages. Then follow sections on general works on adult education and community development throughout Africa, educational policies of former colonial and present national governments, and the role of African universities in adult education and community development. The last 3 sections cover voluntary agencies and adult education in Africa, special aspects of adult education in Africa, and methods and techniques. A preliminary list of reference periodicals, with professional periodicals and more general adult education publications is included. (eb)

SECONDARY TERMS: agricultural extension, literacy education, vocational education, womens education, library extension, educational methods, instructional materials, voluntary agencies, Africa,

AC 000 234 C ADULT EDUCATION AND EXTERNAL STUDIES. (Final report of the national conference, Salisbury, Rhodesia, Nov 23-27, 1964). Rhodesia University College, Institute of Adult Education, Salisbury. Rhodesia. Ministery of Education, Salisbury. 64 109p.

TERMS: *vocational education, *literacy, *developing nations, *public school adult education, *adult education programs, community development, church role, extension education, correspondence study, statistical data,Rhodesia,

ABSTRACT: The Conference considered the present position of adult education and the organizational and financial structure required to implement a national plan for adult education.

AC 000 098E ED 010 869 THE ROLE AND IMPORTANCE OF ADULT EDUCATION IN ZAMBIA (Collection of papers given at a seminar, Lusaka, Zambia, Apr 25-30,1966). Zambia. National Council for Adult Education, Lusaka. Friedrich Ebert Foundation, sponsor. 66 EDRS PRICE MF-$0.09 HC-$2.28 57p.

TERMS: *developing nations, *national programs, *adult education, *educational policy, work study programs, adult educators,

ABSTRACT: This is a collection of papers and recommendations of an adult education seminar held at the Staff Training College, Lusaka, Zambia. At the time of independence of Zambia in 1964, adult education facilities existed in only the 3 provinces on the railroad line, and over 60 percent of the population had no facilities. Of 1.5 million adults, 1 million had never been to school, of persons over 16, 75 percent of the males and 93 percent of the females were illiterate, mostly in the rural areas. Early in 1964 a crash program of night schools was organized in centers away from the railroad, a Correspondence Course Unit was established at Evelyn Hone College of Further Education and fees were reduced and a policy of incentive fee remission initiated. In 1965 a detailed adult education plan was prepared as part of the National Development Plan, 1965-1970. An Adult Education Section was added at Ministry Headquarters, the Correspondence Course Unit was expanded, and partial local financial support of adult education programs was required. Two adult education centers were founded at Ndola and Luanshya where day courses as well as evening can be given--ideal for day-release, short courses, and courses for women. (eb)

SECONDARY TERMS: conferences, interagency cooperation, womens education, Zambia, Africa,

AC 001 404 E MANPOWER, EMPLOYMENT, AND EDUCATION IN THE RURAL ECONOMY OF TANZANIA (African research monographs,9). Hunter, Guy. UNESCO, Paris (France). 66 EDRS PRICE MF-$0.09 HC-$1.72 43p.

TERMS: *manpower utilization, *developing nations, *educational needs, *rural extension, *manpower development, rural development, rural

ABSTRACT: Less than a tenth of the Tanzanian labor force is in paid employment, and most able-bodied adults are still engaged in low- yielding agriculture and herding. Modern productive employment is scarce even for those with an eight-year primary education. The investment in formal education has outrun investment in education aimed at increasing productivity and economic opportunity. Highest priority should go to agricultural extension, accompanied by a temporary restriction of the expansion of formal primary education. The vicious circle of low productivity, inadequate extension services, and scarcity of revenues to train and pay extension agents can be broken only by increasing extension services with an absolute minimum of recurrent expenditure by the government. Simple craft and commercial training, community development and resettlement projects, youth services, national service, and cooperative training are also necessary. (The document includes six tables) (This document is also available from UNESCO, Place de Fontenoy, 75 Paris-7, France, for $1.50) (1y)

SECONDARY TERMS: areas, employment opportunities, educational background, primary education, secondary education, dropouts, educational planning, financial support, costs, statistical data, youth programs, youth problems, trade and industrial education, national programs, economic research, labor force, Tanzania, East Africa,

AC 000 175 C THE RELATIONSHIP BETWEEN ADULT EDUCATION AND ECONOMIC AND SOCIAL DEVELOPMENT IN WEST AFRICA (Paper read to the 7th Conference of the Nigerian Institute of Social and Economic Research at University, Ibadan, Dec 19, 1960). Bertelsen, Paul H. Nigeria. Institute of Social and Economic Research, Ibadan. 60 8p.

TERMS: *economic development, *social development, *adult education, *Africa,

ABSTRACT: Adult education can make a valuable contribution to the general development of a nation by increasing the productivity of the people. It should be initially aimed at Community animators and should bridge the educational gap between the elites and the masses. More efforts should be devoted to development of residential forms of adult education.

AC 000 003E PEOPLE'S EDUCATION PLAN. Kivukoni College, Dar es Salaam (Tanzania).
ED 010 675 66 EDRS PRICE MF-$0.09 HC-$0.80 20p. mimeo.
TERMS: *adult education, *educational planning, *community development, *developing countries, residential centers, national programs,

ABSTRACT: This document outlines a plan for adult education and community development in Tanzania intended to involve the citizens in the national development program. The principal proposals are for village and district training centers, for adult education colleges at Rungemba and Kivukoni and a community development training center at Tengeru, and for the extension of extramural classes. The staff and funds required to implement the plan are discussed. A second section of the document briefly describes the origin, history, and program of Kivukoni College, a residential college for adult education. Its staff and students are listed. (rd)

SECONDARY TERMS: Kivukoni College, Tanzania,

AC 000 577 C OCCASIONAL PAPERS ON COMMUNITY DEVELOPMENT, 1. Richards, C.G., ed. East African Literature Bureau, Kampala (Uganda). 62 81p.
TERMS: *community development, *females, *home economics education, *literacy education, Tanzania,

ABSTRACT: The first of a series of papers on community development, this pamphlet includes articles on An experiment in mass education among women, Literacy and community development; and Introducing community development among the Wabena. It is based on experience in Tanzania. (sm)

AC 000 575 C PROGRESS THROUGH SELF-HELP, PRINCIPLES AND PRACTICE IN COMMUNITY DEVELOPMENT. Askwith, T.G. 60 40p.
TERMS: *community development, *rural areas, *self help programs, Kenya,

ABSTRACT: This report from Kenya discusses difficulties attendant on community development programs, explains how programs are organized, and gives brief descriptions of specific community development programs during the years 1951-1959. (eb)

AC 000 571 C A HANDBOOK FOR LITERACY TEACHERS. McKilliam, K.R. East African Literature Bureau, Kampala (Uganda). 64 70p.
TERMS: *curriculum guides, *developing nations, *literacy education, *teacher education, *teaching techniques, East Africa,

ABSTRACT: The methods described in this handbook can be adapted for use in any language which can be written phonetically. Chapters are the value of adult literacy, history of the alphabet, history of methods of teaching reading and writing, principles of teaching, sounds and symbols, lesson construction, letter construction, the method of teaching lessons, training the teacher, teaching devices, the literacy campaign, numbers, and followup work. Appendixes are instruction time table, group register, monthly returns, and literacy certificate. (aj)

AC 000 048 I ADULT EDUCATION. (UNESCO International directories of education, 4). (Text in English and French). UNESCO, Paris (France). 66 156p.
TERMS: *directories, *adult education, *international organizations, *federal government, *voluntary agencies, French language,

ABSTRACT: The purpose of this directory is to facilitate the international exchange of information on adult education and to stimulate closer cooperation between the various centers and organizations concerned. The contents consist of an international chapter, covering the more important non-governmental organizations, and 86 national entries arranged alphabetically which list official, semi-official, and private bodies concerned with adult education. The text is in French and English. (pg)
SECONDARY TERMS:

AC 000 576 C THE YOUTH CENTRE LEADERS HANDBOOK, A GUIDE FOR AFRICAN YOUTH WORKERS. Kiment, D.M. East African Literature Bureau, Kampala(Uganda). 62 66p.

TERMS: *leadership training, *youth clubs, *youth leaders, Kenya,

ABSTRACT: This handbook provides guidance to youth centre leaders, community development assistants, and others who are working in the comparatively new field of youth centres in Kenya. Appendix includes a bibliography, a specimen syllabus, and the constitution of the Kenya Association of Youth Clubs. (sm)

AC 000 508 I THE TEACHING PROFESSION AND WORLD LITERACY (Proceedings of 5th International WCOTP (conference on Adult Education, Addis Ababa, Ethiopia, Aug 8-9, 1965). World Confederation of Organizations of the Teaching Profession. AUG 65 55p.

TERMS: *adult education, *literacy education, *adult teaching, educational needs, teacher participation, surveys,

ABSTRACT: Proceedings of the main conference of the World Confederation of Organizations of the Teaching Profession include opening speeches, a keynote address by the Director-coordina of Adult Education and Youth Activities for UNESCO, a descriptive and historical outline of adult education in Ethiopia by the director of extension work at Haile Selassie University, and comments by delegates representing Kenya, Uganda, Sudan, Jamaica, Pakistan, Tanzania, the United States, Canada, and UNESCO. This report also includes a special preconference WCOTP assembly (August 6, 1965) featuring addresses on the roles of the WCOTP and UNESCO in promoting literacy, together with a summary of studies conducted in Kenya and Thailand on the practicality of involving the teaching profession in literacy education. Appendixes contain a roster of participants, the 1964-65 report of the Secretary of the Adult Education Committee, and a communication regarding the Teheran World Congress of Ministers of Education on the Eradication of Illiteracy (September 8-19, 1965). (author/ly)

SECONDARY TERMS: professional training, illiterate adults, professional associations, Kenya, Thailand, Ethiopia, UNESCO, WCOTP,

AC 000 144 E
ED 012 403

LEADERSHIP TRAINING PROGRAM FOR SELECTED AFRICAN HEALTH SPECIALISTS, Washington, D.C., Sep 12-24, 1965 (NTL. Applications of human relations laboratory training, 3). Mial, H. Curtis. National Education Association. National Training Laboratories. MAY 66 EDRS PRICE MF-$0.09 HC-$0.88 22p.

TERMS: *leadership training, *paramedical occupations, *training laboratories, *program evaluation, training objectives,

ABSTRACT: The Agency for International Development has been training African health specialists in the United States but leadership training has been given little attention. Such training should help him overcome differences between modern technology and traditional customs, define organizational role, resolve status differences, and get cooperative effort from organization members. A ten-day residential program was set up at the University of Maryland for 16 health specialists from Ethiopia, Sudan, Liberia, Sierra Leone, and the Congo. This preliminary report focuses on staff and participant evaluation of the program. Outcomes of the training were examined through participants' evaluation of the administration of the program (such as selection of participants, orientation, timing, and laboratory design), through problem analysis material (T group problems and back-home problems) from a group studying force field analysis, the four training staff members' subjective opinions on the changes taking place in the T groups, and a one-day recorded staff evaluation session. It is recommended that follow-up and support of participants be included after laboratory training. Further evaluation will result from data obtained after participants have been at home for some months. (eb)

SECONDARY TERMS: specialists, changing attitudes, developing nations, health services, program descriptions, behavior change, force field analysis, student evaluation, teacher evaluation, T groups, Africa, Maryland University, Agency for International Development,

AC 001 260 I

GUIDE TO EXTENSION TRAINING. Bradfield, D.J. United Nations Children's Fund, sponsor. 66 187p.

TERMS: *inservice programs, *preservice education, *agricultural education, *developing nations, *extension agents, health

ABSTRACT: This guide for the pre-service and in-service training of agricultural extension personnel should be useful to community development and homecraft workers, health education personnel, and others who may need to use extension techniques in their work. Since this manual has been prepared in Malawi, it refers frequently to aspects of the agriculture, rural social organization, and administrative services of that country, but the principles and practices described are of general application to countries which are in the process of establishing or developing their extension services. This publication is part of a project for the production of training literature in Africa jointly sponsored by the Food and Agriculture Organization of the United Nations, the World Health Organization and the United Nations Children's Fund. A bibliography and appendixes on history of extension in Malawi, extension in other countries, an example of the organization of a Department of Agriculture, and job descriptions are included. (sm)

SECONDARY TERMS: education, rural extension, teaching methods, program planning, cultural factors, Malawi, FAO, WHO, UNICEF,

AC 000 842 E
ED 012 412 CORRESPONDENCE INSTRUCTION IN ETHIOPIA, KENYA, TANZANIA, MALAWI, ZAMBIA, AND UGANDA. EXPERIENCES, NEEDS, AND INTEREST (Report to the Dag Hammarskjoeld Foundation). Edstroem, Lars-Olof. Dag Hammarskjoeld Foundation, Stockholm (Sweden). 66 EDRS PRICE MF-$0.27 HC-$5.60 140p.

TERMS: *correspondence study, *developing nations, *national programs, *adult education programs, mass media, teaching methods,

ABSTRACT: This report on the salient features and concerns of correspondence instruction in Ethiopia, Kenya, Tanzania, Malawi, Zambia, and Uganda, discusses advantages, disadvantages, and requirements of the correspondence method in an African context, surveys conditions and facilities (postal services, roads, instructional radio and television, correspondence schools and colleges, resources for producing instructional materials), suggests national tasks for correspondence teaching, and assesses interest in the proposed 1967 correspondence instruction seminar. Teacher training and upgrading, preparation of correspondence educators, mass education of unemployed primary school dropouts, inservice medical training (for example, for the Ethio-Swedish Pediatric Clinic), improvement of teaching methods by combining correspondence courses with classroom settings, and inculcation of study skills and habits for lifelong learning, are discussed as a part of the urgent manpower training needs throughout Africa. Problems and issues such as language (as in Ethiopia and Malawi) and governmental versus private courses, major organizations such as the Correspondence Course Unit (Zambia Ministry of Education), outstanding efforts such as the Malawi Correspondence College Radio Classroom, and recommendations on participation in the seminar, are stressed. Appendixes on operating expenses and program planning are included. (ly)

SECONDARY TERMS: teacher education, university extension, teacher qualifications,

(over)

AC 000 960 I TELEVISION AND THE SOCIAL EDUCATION OF WOMEN. A first report on the Unesco-Senegal pilot project at Dakar (Reports and papers on mass communication, 50). Fougeyrollas, Pierre. UNESCO, Paris (France). 67 60p.

TERMS: *educational television, *womens education, *health education, *program evaluation, evaluation, surveys, program descriptions,

ABSTRACT: In the 1965-66 UNESCO-Senegal pilot project, a preliminary, and a followup, survey were made to assess the effectiveness of educational television (ETV) in imparting vital health information and constructively changing attitudes and behavior. The project included regular weekly programs in the Wolof language for about 500 women in 10 television clubs throughout greater Dakar, Senegal. The women were questioned on causes and control of malaria, dysentery, typhoid, and tuberculosis, on dietary practices, and on interests and problems. Major findings and conclusions were that -- (1) such courses encourage expression of opinion and generate practical action, (2) content is more readily accepted and learned when conflict with tradition is absent, presentation is adequate, and motivation is strong, (3) young women are generally more open-minded and better able to give correct answers than are older women, (4) educational interests lean toward child care, housekeeping, and women's problems, (5) effective mass media education requires discussion groups; and (6) ETV heightens awareness of social problems and can be a potent factor in national development. Document includes questionnaires and 63 tables on personal and socioeconomic data, opinion and attitude changes, views as to future useful program themes, and patterns of diffusion. (author/ly)

SECONDARY TERMS: age differences, participant characteristics, educational background, socioeconomic influences, group discussion, diffusion, social change, statistical data, UNESCO, Senegal,

AC 000 392 C RADIO AND ADULT EDUCATION IN TANZANIA, SOME CONSIDERATIONS (Adult education studies, 1). Widstrand, C. G. Univ. Coll., Dar es Salaam (Tanzania). Institute of Adult Education. Apr 66 13p.

TERMS: *adoption (ideas), *developing nations, *information dissemination, *mass instruction, *radio, Tanzania,

ABSTRACT: This is a discussion of the problems of communication by mass media and the possibilities of adult education by radio in Tanzania. It includes a list of programs. (aj)

AC 000 156MC THE APPLICATION OF RADIO IN COMMUNITY EDUCATION IN ETHIOPIA (Ph.D. dissertation). Inquai, Solomon. 64 143p.

TERMS: *educational radio, *adult education programs, *listening skills, *media research, *community education, United States, Canada Brazil, Columbia, India, Ethiopia,

ABSTRACT: In this study the use of radio in adult education is examined and its application in Ethiopia is proposed. Adult education programs in the United States, Canada, Brazil, Colombia, and India were studied. Questions answered include--(1) How is radio used in adult education, (2) What are its effects and limitations, and (3) Can Ethiopia learn from the experience of these countries? (aj)

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